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AUTHOR Purves, Alan C.; And Others
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ABSTRACT

Written in the same spirit as the earlier edition but thoroughly revised and updated, this book is designed to make teachers aware of reader-response theory and its implications for literature instruction and curriculum. The book demonstrates how a response-centered curriculum brings students to a greater understanding of all forms of literature in today's culture and helps them engage in clearer, sharper thinking. The edition includes new chapters on the nature of adolescence; the cultural literacy movement and the insistence on teaching theory; the effects on literacy of television, video recorders, and computers; and more attention to standardized tests and how teachers can deal with them. (RS)

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